

Volume 7, Nomor 2,

ISSN : 2087 - 2097

LINGUISTIKA

Jurnal Pendidikan Bahasa Inggris

JPBI	Vol.7	No.2	Hlm 51	Oktober 2016	ISSN 2087 - 2097
------	-------	------	--------	--------------	------------------

**Diterbitkan Oleh :
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BANDAR LAMPUNG**

DEWAN REDAKSI

Jurnal Linguistika

Penanggung Jawab

Rektor Universitas Bandar Lampung

Ketua Penyunting

Drs. Harpain, M.AT., MM

Wakil Ketua Penyunting

Helta Anggia, M.A

Penyunting Ahli:

Prof. Dr.Cucu Sutarsyah, M.A. (Universitas Lampung, Indonesia)

Prof. Dr. Juhri AM., M.Pd (Universitas Muhammadiyah Metro, Indonesia)

Dr. AgusWahyudi, M.S. (Universitas Bandar Lampung, Indonesia)

Dr. Emalia Iragiliati Sukarni, M.Pd (Universitas Negeri Malang, Indonesia)

Dr. HeryYufrizal, M.A. (Universitas Lampung, Indonesia)

Drs. BasturiHasan, M.A. (Universitas Lampung, Indonesia)

Drs. Eriyon, M.Hum. (STKIP PGRI Bandar Lampung, Indonesia)

Kantor:

FakultasKeguruandanIlmuPendidikan
Kampus A Universitas Bandar Lampung
GedungRektorat Lt.3 Jl. Z.A. PagarAlam No. 26
LabuhanRatu 35142, Bandar Lampung
Telp. (0721) 771331
e-mail: fkip@ubl.ac.id

Penerbit:

Program StudiPendidikanBahasaInggris
FakultasKeguruandanIlmuPendidikan
Universitas Bandar Lampung

Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisinal tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober, April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

Mengutip ringkasan dan pernyataan atau mencetak ulang gambar atau table dari jurnal ini harus mendapat ijin langsung dari penulis. Produksi ulang dalam bentuk kumpulan cetakan ulang atau untuk kepentingan periklanan atau promosi atau publikasi ulang dalam bentuk apa pun harus seizin salah satu penulis dan mendapat lisensi dari penerbit. Jurnal ini diedarkan sebagai tukaran untuk perguruan tinggi, Lembaga penelitian dan perpustakaan di dalam negeri.

Quoting summaries and statements or reprinting images or tables from this journal must get permission directly from the author. Reproduction in the form of a collection of reprints or for the purposes of advertising or promotion or re-replication in any form must be authorized by one of the authors and obtain a license from the publisher. This journal is circulated as an exchange for universities, research institutions, and libraries in the country.

CONTENTS

EFFECT OF USING CUE CARDS TO IMPROVE STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXTS AT THE TENTH GRADE STUDENTS OF MA MA'ARIF 06 PASIR SAKTI	3
--	----------

Siti Ulfa Khusniyah

IMPROVING STUDENTS VOCABULARY MASTERY AT TENTH GRADE OF SCIENCE 1 OF SMA AL-AZHAR 3 BANDAR LAMPUNG BY USING COMBINATION OF ANAGRAM AND KEYWORDS	9
--	----------

Kinanti Rahmawati

THE APPLICATION OF KAHOOT! TO IMPROVE CLASSROOM DYNAMICS AND LEARNING PROCESS IN ENGLISH STRUCTURE CLASS	15
---	-----------

Thea Marisca Marbun B.N

THE EFFECTIVENESS OF USING TED TALKS TO IMPROVE STUDENTS' PRONUNCIATION AT THE TWELFTH GRADE STUDENTS OF SMK MUHAMMADIYAH WAY SULAN IN 2016-2017	22
---	-----------

Muti'atus Saniyati

THE EFFECT OF USING THREE-STEPS INTERVIEW TO IMPROVE STUDENT'S SPEAKING SKILL TOWARDS ELEVENTH GRADE STUDENTS OF SMA AL-AZHAR 3 BANDAR LAMPUNG IN ACADEMIC YEAR 2016/2017	29
--	-----------

Erika Utami

THE IMPLEMENTATION OF FLIPPED CLASSROOM BY USING TED-ED IN WRITING III CLASS OF THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF UNIVERSITAS BANDAR LAMPUNG	35
--	-----------

David Ginola

THE INFLUENCE OF USING FISHBONE ISHIKAWA TECHNIQUE TO IMPROVE STUDENTS' WRITINGSKILL OF THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM TEACHER TRAINING AND EDUCATION FACULTY UNIVERSITAS BANDAR LAMPUNG	44
---	-----------

Aulia Safitri

THE INFLUENCE OF HOMEWORK ON STUDENTS' READING SKILL AT THE ELEVENTH GRADE STUDENTS OF SMA AL AZHAR 3 BANDAR LAMPUNG ...	48
---	-----------

Desi Ike Sari

THE INFLUENCE OF HOMEWORK ON STUDENTS' READING SKILL AT THE ELEVENTH GRADE STUDENTS OF SMA AL AZHAR 3 BANDAR LAMPUNG

Desi Ike Sari¹, Susanto²

¹English Education Study Program, Bandar Lampung University, Indonesia,

²English Education Study Program, Bandar Lampung University, Indonesia

Abstract

The objective of this research is to find out the influence of homework on students' reading skill at the eleventh grade students of SMA Al Azhar 3 Bandar Lampung Academic year 2016/2017. Homework was used to help students understanding in Reading skill. By giving homework to the students, they will have more time in understanding the text. The data were collected by giving two pre-test and post-test to experimental and control group. The treatment was giving homework in reading text in every meeting for experimental group while in control group students just doing class work. Data analysis was attempted by using T-test for two-group design. The result indicate that $p\text{-value } 0.05 = 1.9944$, $0.01 = 2.6479$ and $t\text{-value} = 3.09$. It means that $p\text{-value}$ is smaller than $t\text{-value}$. Therefore, hypothesis testing showed that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Thus, the students achievement of giving homework are higher that the students' achievement of doing class work. It can be concluded that giving homework to the students was influence their reading skill. By giving homework to the students' reading skill, they have more time in understanding the text. In the other hand, the teacher should have coordination in giving homework, so the students will not feel frustrated because usually they have a lot of home work every night.

Keywords: Influence, Homework, Reading skill, Reading, Homework.

1. INTRODUCTION

Homework is often become a hot-button issue for schools and its frequent to be a topic of educational research (Carr 2013). Homework defined by Cooper (1989) as cited by Cooper (2006) it is any task assigned by schoolteachers intended for students to carry out during nonschool hours. Homework is a good way for students because they will not only learn in the school but also review the lesson outside the lesson time or in their home. By giving homework, students can improve their skill not only in the school but also they can practice to improve it in nonschool hours. They will have self-discipline in the school and the teacher will know students' understanding through homework. homework has a lot of advantages for the students. Either their friends or their family can help them to do the homework. They

can ask their friend through mobile phone and have some discussion.

When we read something, we need a long time to understand it so we will not get wrong information. It is the same thing when students try to understand the text that is given by their teacher. Students need more time to understand it. Therefore, the teacher should know whether or not giving homework will affect their reading skill. The objective of this research is to know the influence of homework on students' reading skill. It is to find out the best result whether homework or just working in the classroom that can influence much on students' understanding and achievement in reading skill.

I expect that this research can give either theoretical benefits or practical benefits. For theoretical benefit, it is to know the best way whether homework or just enough with

studying in the classroom that should be given to the students especially in their reading skill.

For practical benefits are, students will have a good understanding why their teacher gives them homework especially in their reading skill. From the result of this research, teacher will know how influence homework on students' reading skill. He will know the best way to improve students' reading skill to give additional time by giving homework or just enough in class work understanding. This research focuses on quantitative study. This study measures students' scores in understanding text in reading. It also investigate the more effective way whether giving them homework or not for their reading skill. It will be conducted to the eleventh grade students in SMA Al Azhar 3 Bandar Lampung.

2. LITERATURE REVIEW

Homework refers to practice problems that are given by the teacher to the students that should be done outside of the classroom and they may use any resources to do this work (DuBois 2011). Homework also has tight between home and school (Cooper et al. 2006). By giving homework, students will not only study in the school but also in their home. They can use or find any tools and resources to do their homework in their home. They also can have discussion with their environment such as their family. Assigning homework to the students can be interpreted as an attempt to increase student effort (Falch and Rønning 2011). Homework will give more time, more effort and more resources to the students to gain their understanding. When the students read a text they will need more time, more effort, and more sources to understand it. If the teacher gives reading homework to the students definitely it has good purposes for students. Improving and evaluating students' reading comprehension is not enough if only done in school because they need more time to comprehend a text.

Besides that, homework also has some negative effects. Cooper et al., (2006) find that there are some conflicts between parents and teacher. Parents complaint that homework is too difficult or too easy, too short or too long, while teacher complaints about lack of support and time from parents to help their children. Besides that, students complaint about the time in doing the homework and some of them consider homework is one of problem that make them stress. In line with this, Carr (2013) states that homework is often a contentious issue for students, parents, and teachers, but it can be valuable tool if they can utilize it properly.

Daymond (2015) states that homework tasks could include investigations, interviews, essay writing, research, practical work, reading, drafting, drawing, making a short film or animation, problem solving, watching clips, reviewing television or radio programmed, listening, report writing, simple experiments, practicing a skill, attending a club, use of ICT Projects, memorizing, calculations or numeracy, designing or making, revision. There are many types of homework that we can give to the students, but we should adjust what types of homework that can be suitable for the students. For example high school students may have homework from reading, writing, listening, or memorizing. High school students will have different homework with students in university. Copper (2006) stated that variations in homework can be classified according to its amount, skill area, purpose, degree of choices for the student, completion deadline, degree of individualization, and social context.

In this investigation, I used homework to measure students' understanding in reading. As mention before homework is a practice problems that teachers give to the students to do outside the lesson time while, reading is a process for getting information. In reading we should know the information that we need in it need long process, so

reading as a homework will help students in getting information. Topping (1985) as cited by Hassan et al. (2011) states that parental involvement in children reading can be regarded as a vehicle for the realization of a number of aims to do with children's learning in particular, and with home-school relations in general. Therefore, when students have a reading as their homework, their family will help them. It can be relationship between home and school that make students not only learn in the school but also review the lesson in their home.

3. METHODOLOGY

This research was quantitative research and this research used experimental research for two group design. Experimental research tried to find the result by applying some treatments. Therefore, in this research I gave them pre-test before doing some treatments to know the result of post-test. Treatment was given to the students in 3 meetings, excluded pre-test and post-test. One group was given homework for every meeting and another group just doing class work. The post-test was given after the last treatment to know the effect of homework on students understanding and achievement. The specific skill that was measured by giving homework was students' reading skill.

The population of this research was all grade-eleven students of SMA AL AZHAR 3 Bandar Lampung. The numbers of population were approximately 367 students of 9 classes. (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPA 6, XI IPS 1, XI IPS 2, XI IPS 3). Two classes were taken to be the experimental and control group. I used cluster random sampling in this research because I took the sample in a group. Two classes of grade-eleven as the research sample which consisted of 36 students. One class would be experimental group and the other would be control group.

Then in choosing which class was experimental and control class, I put the name of every class into a glass then shacked it. I found the Experimental group was Science I and Control group was Science II. Science I as the experimental group was given treatment by giving them homework for every meeting and Science II as the students of the control group was taught by only studying in the classroom without giving homework.

4. DISCUSSION AND FINDINGS

In this research, I took the sample at the eleventh grade students of SMA AL AZHAR 3 Bandar Lampung, they consisted of 72 students from XI IPA 1 and XI IPA 2, the experimental group consisted of 36 students and the control group consisted of 36 students. Two pre-tests and two post-tests were administered for experimental group and control group. Treatment was conducted both for experimental group and control group while experimental group was taught by giving them homework for every meeting and control group just doing class work without giving homework. After that, I checked two pre-tests and two post-tests which consist of 40 questions about reading comprehension in multiple choices. Afterwards, I calculated the right answer of 40 questions times 100 and divide by 40 to get the total score of two pre-test and two post-tests, After gaining the total score of two pre-test and two post-tests I calculated them and analyzed statistically by using t-Test formula of two groups design to find out the influence of homework on students' reading skill.

It was found that some students did the homework outside the lesson time and some of them still did the homework in the classroom. Their reasons were that they had a lot of homework given by the other teachers, so they forgot to read and comprehend the text. When they did the homework in the classroom, some of them just copied from their friends' work in the rush condition. However, there are some

students' score which was not improved significantly in their pre-test and post-test. It was increased from 60 – 70, 60 – 67.5, 67.5 – 70, 70 – 75, and 72.5 – 75. There were around ten students that got those scores. It was just increase around 2 – 4 points in the post-test. They had almost the same scores as the control group class while, the others can get scores around 80-95 which was increased around 5 – 16 points in the post-test. However, most of them did their homework outside lesson time so their scores were increase.

In the control group class, there were some of students had high scores in their post-test. From the calculation above the highest score was 92.5. There were around eleven students who had good improvement in their reading score without giving homework to them. They are increased much in post-test, the scores were from 65 – 77.5, 70 – 77, 55 – 75, 60 – 85, 60 – 90, 70 – 80, 60 – 90, 65 – 90 and 60 – 92.5. It was increased around 4 – 14 points in the post-test. However, most of them only increased around 1-4 points in the post-test.

Furthermore, from the calculation above the higher score of pre-test in experimental group was 75 and the lowest score was 50. There were two students who got the highest score, and there were three students who got the lowest. While in post-test of experimental group the highest score was 95 and the lowest score were 67.5. There were 2 students who got the highest score, and there was one student who got the lowest.

Related to the fact that the experimental class had the highest score, and most of their scores were increased in the post test. It was also supported by the result of p-value $0.05 = 1.9944$, $0.01 = 2.6479$ and t-Test value (t-Count) = 3.06. It means that null hypothesis (H_0) as there is no impact of giving homework to the students in their reading skill was rejected and alternative hypothesis (H_a) as there is impact of giving homework to the students in their reading

skill was accepted. Therefore, I argued that there was an influence in giving homework for students in reading skill.

Based on the result of the research, the researcher concludes that there is an effect of the application of Three-step Interview in students' speaking skill towards eleventh grade students of SMA Al-Azhar 3 Bandar Lampung. It can be seen from the result of the mean score of experimental class is higher than control class. By using three-step interview, the mean score of students' speaking skill in experimental class is 74,3 and the mean score of students' speaking skill in control class which was taught by using traditional teaching is 60. It means that three-step interview can be applied as one of the effective technique in teaching English especially speaking. The score of T-test is also higher than T-table ($7,763 > 2,0032$), so the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It can be concluded that there is improvement on students' speaking skill which was taught by using three-step interview.

5. CONCLUSION

After conducting the research, I can conclude that giving homework to the students especially for improving reading skill is very helpful. It is supported by the fact that their scores of post-test are greater than those of pre-test. It indicates that each treatment has given improvement to the students especially in giving them homework. Furthermore, the finding of the t-test provides evidence that the improvement is significant (p-value $0.05 = 1.9944$, $0.01 = 2.6479$ and t-Test value (t-Count) = 3.06). The result of mean score in post test for control group was 74.36 and for experimental group was 81.59. So, null hypothesis (H_0) as there is no impact of giving homework to the students in their reading skill is rejected. It means that there is significant impact of homework on students' reading skill.

6. REFERENCES

- Brown, H. D. (2004). *Language Assessment: Principles and classroom practices*. San Francisco: Longman.
- Carr, N. S. (2013). Increasing the Effectiveness of Homework for All Learners in the Inclusive Classroom. *School Community Journal*. 23.1. Retrieved from <http://www.adi.org/journal/2013ss/CarrSpring2013.pdf>.
- Cooper, H., Robinson, J. C., and Patall, E. A. (2006). Does Homework Improve Academic Achievement? A Synthesis of Research, 1987-2003. *Review of Educational Research*, 76, (1) 1-62. Retrieved from classtap.pbworks.com/f/Does+Homework+Improve+Achievement.pdf.
- Daymon, N. (2015). Homework Policy. *School Policies\Homework*. Retrieved from <http://www.parmeters.herts.sch.uk/fileadmin/content/Policies/Homework.pdf>.
- Dobozy, E. (2010). Homework; Its forms and functions revisited. Australia: Edith Cowan University. Retrieved from http://internet.ceo.wa.edu.au/ProfessionalDevelopmentResearch/Documents/Conference%20Papers/Homework_Its%20forms%20and%20functions%20revisited%202010.pdf.
- DuBois, C. (2011). What is the Relationship between Homework and Performance on Assessments? (Master's theses). Retrieved from http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1015&context=ehd_theses.
- Falch, T., and Rønning, M. (2011). Homework assignment and student achievement in OECD countries. Norway. Norwegian University of Science and Technology. Retrieved from http://www.svt.ntnu.no/iso/WP/2011/5_Homework.pdf
- Harmer, J. (2007). *The Practice of English Language Teaching*. London, Longman.
- Hassan, M., Khalid, S., and Hussain, M. A. (2011). Relationship of Parental Involvement in English Homework with English Reading Comprehension of 6th Graders. *Journal of Elementary*
- Rønning, M. (2011). Who benefits from homework assignments? *Economics of Education Review*. 30 .55–64. Retrieved from http://hanoverhslibrary.weebly.com/uploads/1/2/3/3/12336552/who_benefits_from_homework_assignments_1.pdf
- Zare, P. and Othman, M. (2013). The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners. *International Journal of Humanities and Social Science*. Vol. 3 No. 13.